

**2013–2014 Tar Heel Junior Historian Association Annual Contests
Rules and Requirements**

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THJHA Contests: How to Be a Winner

The Tar Heel Junior Historian Association encourages the study of local and state history. The North Carolina Museum of History sponsors an annual competition as a way for club members to share what they have learned about North Carolina's history and culture.

Winning projects are exhibited in the North Carolina Museum of History. A Tar Heel Junior Historian Association Gallery opened in October 1995 for this purpose and was updated beginning in 2011 as *History in Every Direction: Tar Heel Junior Historian Association Discovery Gallery*. It is the only permanent gallery in the nation designated for displaying the accomplishments of junior historians. The gallery received a 2013 Award of Merit from the American Association of State and Local History's Leadership in History Awards program. Award-winning projects remain on display until the following year's THJHA Annual Convention. News releases announcing contest results are sent to local news media. Historical and preservation-oriented organizations publicly recognize the hard work of junior historians by sponsoring some of the special awards and essay contests. These awards honor THJHA projects that reflect the mission or purpose of the awarding organization.

Each contest is judged prior to the THJHA Annual Convention (which is held in the spring), except for the Exhibit/Art Contest, which is judged at the convention. All contest winners receive certificates and prizes at the afternoon Awards Ceremony held during the convention. (Students and clubs do not have to be present in order to win.)

Each contest has its own set of requirements and rules that must be followed in order for a project to qualify for competition. **Advisers: Please share the requirements in this handbook with your junior historians!** Junior historians work hard on these projects, and it is disappointing to the students, and to THJHA, when a project must be disqualified from competition or have points deducted for technical reasons. **Pay particular attention to requirements regarding sources and bibliographies.**

All of the THJHA contests use the same entry form, which can be found at the end of this packet. Please make copies of the entry form for each student participating in contests. Every project or essay should have its own entry form.

General Contest Requirements

All projects must relate to North Carolina history. Projects failing to meet this requirement will be automatically disqualified.

All work must be completed by students themselves, with the exception of typing or using dangerous tools such as band saws or soldering irons.

Individual entries are the work of one student without the assistance of any other club members. **To meet the criteria of an individual entry, all portions of the project must solely be the work of one student.**

To meet the criteria of a group entry, projects must be the combined efforts of two or more club members.

Most contests consist of elementary, intermediate, and secondary divisions.

- Projects submitted in the elementary division of a contest must be the work of students in grades 4–5.
- Projects submitted in the intermediate division of a contest must be the work of students in grades 6–8.
- Projects submitted in the secondary division of a contest must be the work of students in grades 9–12.
- Projects created by a mixed-age group of students (such as students in grades 5 and 7) will be judged in the division of the oldest participant.
- The exceptions are the Artifact Search Contest and the North Carolina Historic Architecture Photography Contest. All of the entries in those two contests are judged together, regardless of grade level, as are entries for awards such as Chapter of the Year and History in Action.

All projects entered into competition must have at least 75 percent of their work **completed during the current school year.** For clubs operating outside the public school system or on a year-round schedule, this is the period from August to June. For homeschool students and year-round school students, projects must be completed during the grade level under which they are submitting the project for competition.

The decision of contest judges is final. The right is reserved to grant no award when entries in any contest or category fail to meet the high standards of contest sponsors. Because participating in the THJHA program and contests should be a learning experience, and because many contest entries are submitted by renewing clubs and returning members, judges' feedback will be made available to club advisers for many of the contests. Advisers can decide how to share and use this feedback to help their students continue to improve work entered into THJHA contests.

Send contest entries, forms, and award nominations to the following address:

Tar Heel Junior Historian Association
North Carolina Museum of History
5 East Edenton Street
Raleigh, NC 27601-1011

Entry forms and research papers for the Exhibit/Art Contest may be faxed to THJHA at 919-733-8655.

Award-Winning Projects

The North Carolina Museum of History will display award-winning projects in *History in Every Direction: Tar Heel Junior Historian Association Discovery Gallery* after the Annual Convention. Winning projects are mounted on stands, placed in cases, or converted to digital displays. The Museum of History hosts more than 300,000 visitors per year. Although every care is taken to protect items in the gallery, THJHA cannot guarantee the condition in which projects will be returned to students. The museum reserves the right to reformat or reproduce winning projects to fit display areas.

Literary Contest projects will be displayed on a computer screen that allows visitors to view the projects in color in a digital format. Accepted page dimensions are listed in the contest rules and requirements.

Art projects cannot exceed the maximum contest dimensions, as listed in this packet, because of display considerations.

All winning projects become the property of the Tar Heel Junior Historian Association and the North Carolina Museum of History for the year while they are on exhibit.

Projects that do not receive awards, and all winning projects from previous years, should be picked up during the Annual Convention at announced times and locations. Projects that are not picked up may be retained by THJHA for other uses or discarded unless other arrangements have been made with the program coordinator in advance.

Sponsors

We would like to thank the following organizations for their generous support of THJHA through contest sponsorship:

Archaeology and Historic Preservation Section, North Carolina Office of Archives and History
Caswell-Nash Chapter, Daughters of the American Revolution
Charlotte Hawkins Brown Memorial Foundation
Coca-Cola Foundation
Friends of the Archives
North Carolina African American Heritage Commission
North Carolina Literary and Historical Association
North Carolina Museum of History Associates
North Carolina Society of the Military Order of the Stars and Bars
North Carolina Sports Hall of Fame
Preservation North Carolina
Raleigh Chapter, Sons of the American Revolution

Special Exceptions

The Tar Heel Junior Historian Association is an organization for *every* student in North Carolina. THJHA recognizes that some students may have disabilities that prevent them from being able to physically manufacture their projects. If a student with special challenges wishes to participate in contests, the adviser should contact THJHA to discuss the situation. THJHA will make every effort to ensure that all students have the chance to take part.

Annual Contest Prompts

THJHA historical essay contests have prompts that change annually. These contests include:

- African American Historical Essay Contest
- American Revolution Historical Essay Contest
- Civil War Historical Essay Contest
- *Tar Heel Junior Historian* Historical Essay Contest

In addition to these contests, the questions and essay portion of the Christopher Crittenden State History Quiz change from year to year. A packet with the changing quiz material is e-mailed separately to advisers.

Other than the essay contest prompts and Crittenden quiz materials, subjects for contest entries are open to junior historian choice. Clubs do not have to relate their projects to that year's *Tar Heel Junior Historian* magazine or Annual Convention themes, although they certainly may use those themes (or previous years' themes) as a jumping-off point if they wish.

Christopher Crittenden State History Quiz

Every year, junior historians have the opportunity to take the Christopher Crittenden State History Quiz. Quizzes are taken on a voluntary basis and are given in three categories: an elementary quiz for grades 4–5, an intermediate quiz for grades 6–8, and a secondary quiz for grades 9–12. All categories consist of matching and fill-in-the-blank (Part I) and essay (Part II) sections.

Christopher Crittenden State History Quiz Rules and Requirements

General instructions:

- All parts of the quiz should be taken in a supervised classroom-type setting.
- The time limit for Parts I and II cannot exceed **a total of two hours**. The two parts may be given on different days. Within the two-hour total, time allowed for each part is at the adviser's discretion.
- Entries in this category must be submitted by individual club members. No group entries are accepted.

Part I—Matching and Fill-in-the-Blank:

- Students must work individually and cannot use textbooks or other resources.

Part II—Essay:

- Students must work individually. They may use a dictionary and their fall *Tar Heel Junior Historian* magazine as resources. No textbooks or other resources are allowed.
- Spelling and grammar will count on the essay section.

Submission:

- Student and club name should be on each page that is submitted.

Christopher Crittenden State History Quiz Judging Information

Part I—Matching and Fill-in-the-Blank:

- Advisers are responsible for grading Part I.
- Answer keys are provided.
- Questions in Part I focus on the North Carolina curriculum standards for social studies and history.
- Fill-in-the-blank questions have a pool of words from which students choose.

Part II—Essay:

- The top three scorers, or all students from a club who score 100 percent correct, on Part I should complete Part II.
- Essay prompts relate to the fall 2013 issue of *Tar Heel Junior Historian*.
- Prompts are provided in the packet sent to advisers.

Submission:

- Advisers should submit all quizzes that score 100 percent correct, or the club's quizzes with the three highest scores on Part I, along with those students' completed essays in Part II, to the THJHA program coordinator.
- The Tar Heel Junior Historian Association is responsible for grading Part II, for calculating total scores, and for naming winners

NOTE: A separate packet including Part I, Part II, and the Answer Key for each quiz is being e-mailed to club advisers. Please contact the THJHA program coordinator if you have questions.

**Tar Heel Junior Historian Association
Christopher Crittenden State History Quiz, Essay Portion**

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> Demonstrates knowledge of North Carolina's state and/or local history 	1–5	6–10	11–15	16–20	
<ul style="list-style-type: none"> Historically accurate scholarship, using <i>THJH</i> magazine as a resource 	1–5	6–10	11–15	16–20	
<ul style="list-style-type: none"> Directly addresses essay prompt 	1–2	3–5	6–8	9–10	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> Examines topic from unique perspective 	1–4	5–8	9–12	13–15	
<ul style="list-style-type: none"> Presents information in an exciting or imaginative way 	1–2	3–5	6–8	9–10	
Workmanship (25 points)					
<ul style="list-style-type: none"> Content—original work, clear theme, accurate information, valid conclusion 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Technical production—correct grammar, spelling, punctuation 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Presentation—well organized, neat, easy to understand 	1–2	3	4	5	

Total _____

Christopher Crittenden State History Quiz Checklist for Advisers

- ❑ Set aside two hours of time for students to complete Parts I and II of the quiz.
- ❑ Review rules, requirements, and judging criteria with students.
- ❑ Provide a copy of Part I for each student taking the quiz.
- ❑ Use the answer key to score Part I.
- ❑ Provide the club's top three scorers, or all students who score 100 percent correct on Part I, with Part II of the quiz, copies of the fall 2013 *Tar Heel Junior Historian* magazine, and a dictionary.
- ❑ Each student who completes Part II must fill out a THJHA Contest Entry Form for their quiz entry, including their signature on the student honor statement.
- ❑ Student and club names should be on each page submitted.
- ❑ Review entry forms to ensure that all information is correct and legible.
- ❑ Sign the adviser statement on the entry form.
- ❑ Submit Parts I and II and the entry form for each student who completed the essay portion of the quiz to THJHA. **Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.**

Artifact Search Contest

An *artifact* is any object made and used by human beings. Artifacts can teach us about people, culture, and technology at different times throughout history. All junior historians are invited to discover the heritage of North Carolina through a statewide search for artifacts that tell the story of the state's past.

Artifact Search Contest Rules and Requirements

- Artifact Search Contest entries must be submitted by individual club members. No group entries are accepted.
- Club members may submit a maximum of **one** entry each.
- Artifacts must be the personal property of an individual and not the property of a public institution such as a museum, historical society, or library.
- Artifacts photographed from books or found at online sites such as eBay do not qualify for the contest.
- Do not send the artifacts themselves.
- Take a photograph or make a drawing of the artifact. If the photograph is taken with a digital camera, please save the file; after the award announcements, winners will be asked to e-mail their digital files to the program coordinator.
- Do not mount the photographs to paper or cardboard.
- Complete the Analyzing an Artifact sheet (pages 12 and 13), including an annotated bibliography. If students wish to type their responses, please copy and paste the questions from the Analyzing an Artifact sheet to ensure they do not leave out information.
- Attach the drawing or photograph and the Analyzing an Artifact sheet with a paper clip to a completed THJHA Contest Entry Form.
- Put student and club names on each page submitted, including the backs of photographs.

Artifact Search Contest Judging Information

- Elementary, intermediate, and secondary entries are judged together.
- The completed Analyzing an Artifact sheet should demonstrate observation, research, and critical thinking.
- The entry should include an annotated bibliography documenting research about the artifact.

Student Name: _____
Club Name: _____

Analyzing an Artifact

What is your artifact?

Describe this artifact. Include its size, shape, color, texture, and materials.

Who invented, made, or used this artifact?

When was it used?

How was it used?

Where did you find this artifact?

(continued)

Analyzing an Artifact

Page two

What does this artifact tell you about the people who used it?

Why is this artifact significant? How does it relate to North Carolina history?

Annotated Bibliography

Attach a photograph or drawing of your artifact.

Artifact Search Contest Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Have students select and research their artifacts.
- Instruct students to photograph or sketch the artifact. Include student and club names on the back of images.
- Provide each student with the Analyzing an Artifact sheet (pages 12 and 13) to complete, including an annotated bibliography.
- Have students fill out a THJHA Contest Entry Form for their submissions, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Student and club names should be on each page submitted.
- Review project and sign the adviser statement on the entry form.
- Attach photograph or drawing and the Analyzing an Artifact sheet to the entry form with a paper clip. **Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.**

Literary Contest

The Literary Contest encourages young people to conduct research, verify facts, collect data, interview individuals, organize notes, and prepare well-written projects.

The following are examples of possible entries:

- research papers
- creative writing
- historical reporting
- imaginary diaries
- songs or ballads
- pamphlets
- oral histories
- plays, poetry, or short stories
- scrapbooks

Literary Contest Rules and Requirements

- A club is allowed a maximum of **two entries per age-level division**: two individual entries, two group entries, or one of each. (A multi-grade level club can enter up to two elementary, two intermediate, and two secondary projects.) Advisers may sponsor intraclub competitions early in the year. This is a good way to select projects to send to the statewide competition and to get students' creative juices flowing!
- Entries in the Literary Contest **must include an annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any project with information copied directly from sources without using proper quotations will be disqualified.
- If including photographs in a project, we suggest using copies instead of risking damage to the originals. Photocopies are acceptable.
- Entries should include no more than 20 pages.
- Project pages should measure 8½-by-11-inches or 12-by-12-inches.
- Include student and club names on each page.

Literary Contest Judging Information

A panel of three judges will review entries and select the winning projects. A maximum of 100 points may be awarded.

Literary projects will demonstrate the historical significance of the topic—events, persons, structures, or activities—pertinent to the study of North Carolina's state or local history. Research conducted should use respected and recognized historical resources. These resources can include—but are not limited to—publications, oral histories, photographs, or documents.

Tar Heel Junior Historian Association Literary Contest

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> Demonstrates knowledge of North Carolina's state and/or local history 	1–5	6–10	11–15	16–20	
<ul style="list-style-type: none"> Historically accurate scholarship and research 	1–4	5–8	9–12	13–15	
<ul style="list-style-type: none"> Uses at least one primary source and at least two historical secondary sources 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Includes accurate annotated bibliography 	1–2	3	4	5	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> Examines topic from unique perspective 	1–4	5–8	9–12	13–15	
<ul style="list-style-type: none"> Presents information in an exciting or imaginative way 	1–2	3–5	6–8	9–10	
Workmanship (25 points)					
<ul style="list-style-type: none"> Content—original work, clear theme, accurate information, valid conclusion 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Technical production—correct grammar, spelling, punctuation, footnotes 	1–2	3	4	5	
<ul style="list-style-type: none"> Presentation—well organized, neat, easy to understand 	1–2	3	4	5	
<ul style="list-style-type: none"> Title page, including project title, student name(s), club name, project category 	1–2	3	4	5	

Total _____

Literary Contest Checklist for Advisers

- Your club may submit two entries per age-level division: two individual entries, two group entries, or one of each.
- Review rules, requirements, and judging criteria with students, including number of pages and page sizes.
- Have students fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Student and club names should be on each page submitted.
- Review entry form to ensure that all information is correct and legible.
- Review project and annotated bibliography and sign the adviser statement on the entry form.
- Attach entry form to project using a paper clip or binder clip.
Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.

Video Documentary Contest

This multimedia contest challenges junior historians to combine research abilities and technical skills to produce a video project.

Video Documentary Contest Rules and Requirements

- A club is allowed a maximum of two entries per division: two individual entries, two group entries, or one of each. (This means that a multi-grade level club can enter up to two elementary, two intermediate, and two secondary projects.) Advisers may sponsor intraclub competitions early in the year. This is a good way to select projects to send to the statewide competition and to get students' creative juices flowing!
- Video length may not exceed 10 minutes.
- Videos must be made in one of the following formats:
 - 1/2-inch VHS format and recorded in Standard Play mode only; no other formats (i.e., Extended Play) will be accepted
 - DVD (all formats accepted)
 - video CD (VCD or SVCD) or Mini DV
 - data file (QuickTime, MPEG, NMV) or CD-ROM
- All projects must include a title screen with title of program, student name(s), name of club, school or organization name, and production date.
- A copy of the script, typed or legibly written, must be attached to the project.
- All projects **must include an annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information.
- All projects must include a typed or written list of credits or acknowledgments. Acknowledgments should be given to participants and those who assisted with the video.
- VHS tape should run at least 10 seconds of black at the beginning and end. This will provide a necessary leader and trailer on the tape for use in showing winning videos in the Tar Heel Junior Historian Association Gallery. To run black tape, leave the lens cap in place, turn the camera on, and count to 10. Push the pause button, and then remove the lens cap. Remember to be very quiet during this process because the microphone will be on while the tape is running. Repeat this procedure after you complete your video.
- Properly label all materials submitted with student and club names.
- All titles on cases or sleeves, title screens, and entry forms should be consistent.
- In order to ensure proper playback for judging, test submission on an alternative video or DVD player.

Video Documentary Contest Judging Information

A panel of judges will review entries and select the winning projects. A maximum of 100 points may be awarded.

Video documentary projects will demonstrate the historical significance of the topic—events, persons, structures, or activities—pertinent to the study of North Carolina’s state or local history. Research conducted should use respected and recognized historical resources. These resources can include—but are not limited to—publications, oral histories, photographs, or documents.

In addition to historical content, this contest awards points for such elements as action, movement, and a variety of shots.

Tar Heel Junior Historian Association Video Documentary Contest

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> Demonstrates knowledge of North Carolina's state and/or local history 	1–5	6–10	11–15	16–20	
<ul style="list-style-type: none"> Historically accurate scholarship and research 	1–4	5–8	9–12	13–15	
<ul style="list-style-type: none"> Uses at least one primary source and at least two historical secondary sources 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Includes accurate annotated bibliography 	1–2	3	4	5	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> Presents information in an exciting or imaginative way 	1–4	5–8	9–12	13–15	
<ul style="list-style-type: none"> Examines topic from unique perspective 	1–2	3–5	6–8	9–10	
Workmanship (25 points)					
<ul style="list-style-type: none"> Technical production—well planned and organized; variety of camera shots, angles, sound effects; careful use of zoom 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Quality—visuals clear and in focus; audio loud and clear; appropriate music; minimal background noise 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Run time does not exceed 10 minutes; accompanying script submitted; title screen, including project title, student name(s), club name, school or organization name, and production date 	1–2	3	4	5	

Total _____

Video Documentary Contest Checklist for Advisers

- Your club may submit two entries per age-level division: two individual entries, two group entries, or one of each.
- Review rules, requirements, and judging criteria with students.
- Have students write a script and an annotated bibliography that will be submitted with the entry. After filming, have students compile list of credits or acknowledgments.
- Check video format.
- Be sure that the first and last 10 seconds on VHS are black and that title screen with title of program, student name(s), name of club, school or organization name, and production date is included.
- Test submission on an alternate VHS or DVD player and verify that project is no longer than 10 minutes.
- Have students fill out a THJHA Contest Entry Form for their project, including the group leader's signature on the student honor statement, and attach form to project with a paper clip or rubber band.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Label all pieces and submit to THJHA. **Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.**

Exhibit/Art Contest

The Exhibit/Art Contest offers students an opportunity to express their understanding of history in an artistic form. Use of authentic processes in creating projects is encouraged.

The following are examples of possible entries:

- drawings and paintings
- sculptures
- three-dimensional scale models
- folklife reproductions, such as household items, clothing, musical instruments, wood carvings, or quilts
- dioramas of events, personalities, buildings, or legends
- small museum-style exhibits

Exhibit Contest Rules and Requirements

General:

- A club is allowed a maximum of two entries per division: two individual entries, two group entries, or one of each. (This means that a multi-grade level club can enter up to two elementary, two intermediate, and two secondary projects.) Advisers may sponsor intraclub competitions early in the year. This is a good way to select projects to send to the statewide competition and to get students' creative juices flowing!

Size:

- Due to the exhibit case size in the THJHA gallery, entries in this contest **must** not exceed the following:
Maximum dimensions for projects and backdrops or bases: 24 inches wide, 24 inches long, and 24 inches high.
- Projects should be lightweight and portable, with a maximum weight of 30 pounds.
- **Projects exceeding these measurements will be disqualified.** Projects must be measured as they are to be displayed. **Projects such as quilts and clothing reproductions are not restricted to these size limits; however, should they win, the entries may be folded or otherwise arranged for display in the THJHA gallery.

Materials:

- No foodstuffs may be used as part of the entry.
- All materials that are a part of the entry must be attached securely to the model or drawing. No loose dirt, sand, gravel, or other unattached materials may be used.
- *Any organic materials (branches or sticks, sawdust, pinecones, etc.) **must** be coated with an acrylic spray and thoroughly dried before the day of judging.*
- Include project title, student name, club name, and project category on a 4-by-6-inch index card attached to the project in some way.

Documentation: All projects must include a **written or typed research paper, not to exceed one page**, documenting the historical significance of the subject. Projects entered

in this category are judged not only on the quality of the project but also on this historical documentation. Please be sure that the paper relates to the overall subject of the project and is not about the art project itself. For example, if the project is a model of a historic house, the paper should be on the history of the house and not the making of the model.

- Include an **annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any project with information copied directly from sources without using proper quotations will be disqualified.
- Students are encouraged to include photographs of them working on the project as part of their display or to submit such photographs along with the project. They may incorporate some historical information into their project display, as well. If a project is selected as a winner and is displayed in the gallery, this material can be included in the case and will help visitors understand the historical significance of the project and the process used to create the exhibit.
- **Send the research paper, annotated bibliography, and the Contest Entry Form to THJHA by Friday, February 28, 2014. The projects themselves will be judged during the THJHA Annual Convention on Friday, April 25. They must be at the museum by 10 a.m. that day.**

Exhibit Contest Judging Information

A panel of judges will review entries and select the winning projects. A maximum of 100 points may be awarded.

Exhibit/Art projects will demonstrate the historical significance of the topic—events, persons, structures, or activities—pertinent to the study of North Carolina’s state or local history. Research conducted should use respected and recognized historical resources. These resources can include—but are not limited to—publications, oral histories, photographs, or documents.

This contest awards points for neatness, precision, and attention to detail in the finished project. In art projects, it recognizes and awards accuracy in measurement, quality of reproduction, and neatness of work, as well as creativity.

Tar Heel Junior Historian Association Exhibit/Art Contest

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> Demonstrates knowledge of North Carolina's state and/or local history 	1–5	6–8	9–12	13–15	
<ul style="list-style-type: none"> Historically accurate scholarship and research in background paper and project 	1–5	6–8	9–12	13–15	
<ul style="list-style-type: none"> Uses authentic processes and historically accurate techniques where appropriate 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Uses at least one primary source and at least two historical secondary sources 	1–2	3	4	5	
<ul style="list-style-type: none"> Includes research paper with accurate, annotated bibliography 	1–2	3	4	5	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> Examines topic from unique perspective 	1–5	6–8	9–12	13–15	
<ul style="list-style-type: none"> Presents information in an exciting or imaginative way 	1–2	3–5	6–8	9–10	
Workmanship (25 points)					
<ul style="list-style-type: none"> Content—original work, accurate information, paper documenting the historical significance of the subject 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Technical production—accuracy in measurement, quality of reproduction, attention to detail, neatness of work 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> 4-by-6 index card, including project title, student name(s), club name, project category 	1–2	3	4	5	

Total _____

Exhibit/Art Contest Checklist for Advisers

- Your club may submit two entries per age-level division: two individual entries, two group entries, or one of each.
- Review rules, requirements, and judging criteria with students.
- Check dimensions, weight, and materials to be sure that they meet the criteria found in the rules and requirements section.
- Ensure that 4-by-6-inch index card with project information is properly attached
- Check student research paper and annotated bibliography for documentation.
- Have students fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Send the research paper, bibliography, and entry form to THJHA. **These must be postmarked (or faxed) by 5:00 p.m., Friday, February 28, 2014.**
- **Deliver project to the second floor of the North Carolina Museum of History by 10:00 a.m. on the day of the THJHA Annual Convention (April 25, 2014).**

North Carolina Historic Architecture Photography Contest

Buildings of various styles dot the landscape of North Carolina. From rustic country barns to skyscrapers, these structures reveal much about the people who live and work in this state. Architectural styles and building features serve as visible records of our past.

This contest is designed to introduce young people to basic photography techniques, to help them acquire an appreciation for architecture and its features within their community and state, and to illustrate the value of photographic documentation as a research tool.

The following six categories are used for entries:

- “houses”
- “architectural details”—for example, doors, woodwork, gates, or decorations and ornamentation
- “barns and outbuildings”
- “institutional or public buildings”—for example, hospitals, courthouses, churches, or schools
- “industrial or commercial buildings”—for example, railway depots, banks, factories, warehouses, or marketplaces
- “Civil War markers and monuments”—for example, battlefield monuments, cemetery markers, and statues

N.C. Historic Architecture Photography Contest Rules and Requirements

- Photography contest entries must be submitted by individual club members. No group entries are accepted.
- Each club member is allowed a maximum of **two** entries. Students may choose any combination of categories or enter two photographs in the same category.
- Subjects of all photographs **must be located in North Carolina and be at least 50 years old.** ***Subjects in the Civil War markers and monuments category may be located outside the state but must have a North Carolina connection.***
- Selection of the photo subject, setup, taking of the photograph, and composition should all be done by the junior historian. All work must be solely their own.
- Photographs must be submitted in black and white. Do not submit Polaroid-style photographs or color photographs.
- A 5-by-7- or an 8-by-10-inch format is required for the photograph. Photographs cannot be larger than 8-by-10.
- Digital photography is acceptable, as long as the actual entry submitted is a black and white print. If the photograph is taken with a digital camera, please save the file; after the award announcements, winners will be asked to e-mail the digital file to the program coordinator.
- **Do not** frame or mount the photograph.
- If the photograph is of an architectural detail, an overall view of the subject structure should be included as a separate image. The overall view will not be judged but should be attached with the written information.

Include a label on the back of the photograph with the following information:

- Student name
- Club name, school or organization name, adviser name
- Category entered—"houses," for example
- Date that the photo was taken

Attach photograph, THJHA Contest Entry Form, and the following with a paper clip (to protect the photograph, a small strip of sturdy paper should be folded over the top edges of the documents and photo to serve as a support for the paper clip):

- A paragraph on the historical significance of the subject, including name, location, and any other known information about the structure (for example, architect, builder, construction date, architectural style, and the sources of this information)
- Annotated bibliography

N.C. Historic Architecture Photography Contest Judging Information

Elementary, intermediate, and secondary entries compete together in this contest.

Professionals in historic preservation and photography will judge the entries. The photographs will be judged on overall quality, suitability of subject matter, and evidence of historical significance and research.

N.C. Historic Architecture Photography Contest Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Check that photograph is the proper size and printed in black and white.
- Check to see that student has included all necessary information on the back of the photograph and has written a paragraph on the historical significance, while including an annotated bibliography.
- Have students fill out a THJHA Contest Entry Form for their project, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review project and sign the adviser statement on the entry form.
- Package photographs so that they will not be damaged in the mail. Clearly mark the outside of the package with “Photographs—Do Not Bend.” Be sure to keep the negative or digital file, in case the original print is damaged in shipping.
- Submit entries to THJHA with entry form attached to each project using a paper clip or binder clip. **Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.**

Historical Essay Contests

THJHA offers four separate themed historical essay contests each year: African American History, American Revolution, Civil War, and *Tar Heel Junior Historian*. THJHA strives to design these contests in such a way that they reflect the writing requirements of North Carolina curriculum standards.

Historical Essay Contests Rules and Requirements

- All essay contest entries must be individual entries. No group entries will be accepted.
- Elementary division essays should range from 250 to 500 words (approximately one to two typewritten, double-spaced pages).
- Intermediate division essays should range from 500 to 750 words.
- Secondary division essays should range from 500 to 1,000 words.
- All entries should be typewritten and double-spaced. If possible, please save a digital file of the essay; after the award announcements, winners will be asked to e-mail the digital file to the program coordinator.
- Each entry **must include an annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.
- Photographs may be included but will not be considered as part of judging. If you are including photographs with your entry, we suggest making copies and using those instead of the originals. Photocopies are acceptable.
- Include student and club names on each page.

Historical Essay Contests Judging Information

All student compositions submitted for the Historical Essay Contests will be judged using high literary standards. Essays will be judged on their attention to historical accuracy; focus on oral, local, or state history; use of clear and concise style; originality; and how well they address the prompt or theme.

The winning articles in the *Tar Heel Junior Historian* contest are subject to editing and revision by the editorial staff before being reproduced in the next fall's issue.

Tar Heel Junior Historian Association Historical Essay Contests

Judging Criteria	Needs improvement	Average	Very good	Excellent	Comments/Suggestions
Historical Quality (50 points)					
<ul style="list-style-type: none"> Demonstrates knowledge of North Carolina's state and/or local history 	1–5	6–8	9–12	13–15	
<ul style="list-style-type: none"> Historically accurate scholarship and research 	1–5	6–8	9–12	13–15	
<ul style="list-style-type: none"> Uses at least one primary source and at least two historical secondary sources 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Directly addresses essay prompt 	1–2	3	4	5	
<ul style="list-style-type: none"> Includes accurate annotated bibliography 	1–2	3	4	5	
Creativity/Originality (25 points)					
<ul style="list-style-type: none"> Examines topic from unique perspective 	1–5	6–8	9–12	13–15	
<ul style="list-style-type: none"> Presents information in an exciting or imaginative way 	1–2	3–5	6–8	9–10	
Workmanship (25 points)					
<ul style="list-style-type: none"> Content—original work, clear theme, accurate information, valid conclusion 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Technical production—correct grammar, spelling, punctuation, and word count 	1–2	3–5	6–8	9–10	
<ul style="list-style-type: none"> Presentation—well-organized, neat, easy to understand 	1–2	3	4	5	

Total _____

Historical Essay Contests Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Pass out annual prompt to students.
- Check to see that student has the correct word count and has an annotated bibliography for sources.
- Check that student and club names are included on each page.
- Have students fill out a THJHA Contest Entry Form for their paper, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review essay and sign the adviser statement on the entry form.
- Staple each essay to an entry form. **Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.**

African American Historical Essay Contest
2014 Question
Elementary Division, *Grades 4–5*

To enter the 2014 African American Historical Essay Contest, write an essay based on the following situation. Requirements for your essay:

- ☐ **Between 250 and 500 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

Charlotte Hawkins Brown (1883–1961), born in Henderson, was a northern-educated granddaughter of former slaves. In 1888 her family moved to Cambridge, Massachusetts, near Boston, for better social, economic, and educational opportunities. In 1902 Dr. Brown returned to North Carolina and established the Palmer Memorial Institute, located east of Greensboro. The institute was a rural African American school that succeeded as a unique private school for more than 60 years.

Write an essay about Dr. Charlotte Hawkins Brown, exploring the reasons she opened a school for African American children. What inspired her to embark on this mission to educate the African American children of Sedalia? What were the challenges that Dr. Brown faced during her lifetime while opening and running the Palmer Memorial Institute?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

African American Historical Essay Contest
2014 Question
Intermediate Division, *Grades 6–8*

To enter the 2014 African American Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 750 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

There are many ways that people can make a difference in their world. These include taking a stand, setting an example, solving a problem, affecting change, influencing others, inspiring a community, and achieving at a high level.

Select one African American from North Carolina history who has made an important difference. Write a short essay, newspaper-style article, or letter describing this person's contributions and achievements. Why is he or she significant? How would our world be different without the impact made by this individual? Be sure to consider the challenges that your subject faced. How does his or her story reflect the historical era, place, and situation in which he or she lived, as well as his or her personal characteristics? Does the life of this Tar Heel suggest questions or lessons for today's students?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

African American Historical Essay Contest
2014 Question
Secondary Division, *Grades 9–12*

To enter the 2014 African American Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 1,000 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

On January 1, 2013, the United States marked the 150th anniversary of President Abraham Lincoln’s issuance of the Emancipation Proclamation. The proclamation declared “that all persons held as slaves” within the Confederate states “are, and henceforward shall be free.” It laid the groundwork for the 13th Amendment. On July 2, 2014, the nation will mark the 50th anniversary of President Lyndon Johnson’s signing of the Civil Rights Act of 1964. The act prohibits discrimination on the basis of race, color, religion, sex, or national origin. Its passage ended the application of Jim Crow laws and laid the groundwork for future legislation including the Voting Rights Act of 1965.

Both the Emancipation Proclamation and the Civil Rights Act stand as landmarks in the struggle for freedom and equality for African Americans, and for all Americans. Each relates to the study of North Carolina history in many ways. Write an essay that ties together one (or both) of these documents, the Tar Heel State, and the historical struggle for freedom and equality. For example, you might choose to focus on the story of an individual such as William Gould; freedmen’s colonies; North Carolinians involved in the Civil Rights movement; the relationship of these documents to education in the state; or the impact of the Civil Rights Act on Jim Crow practices in your home county. Whatever topic you choose, be sure to consider the relevance of the story to North Carolinians in 2013–2014. Why did you select your topic, and why is it significant?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

American Revolution Historical Essay Contest
2014 Question
Elementary Division, *Grades 4–5*

To enter the 2014 American Revolution Historical Essay Contest, write an essay based on the following situation. Requirements for your essay:

- ☐ **Between 250 and 500 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

The Declaration of Independence was signed on July 4, 1776. Pretend that you are the editor of the *Philadelphia Gazette* newspaper and imagine what questions you would ask in an interview with two of the signers of the declaration. Then, write an article for the front page of the July 5, 1776, edition of the *Gazette*.

Examples of what you might ask the declaration's signers: Why are you willing to risk so much—your land, your lives, and your country? What do you think will happen when King George reads the declaration? How might he react? What other courses of action could have been taken? Do you think the colonies will go to war with England? Are colonists prepared for such a fight?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

American Revolution Historical Essay Contest
2014 Question
Intermediate Division, *Grades 6–8*

To enter the 2014 American Revolution Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 750 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

The British Parliament passed the Stamp Act on March 1, 1765, declaring that it would become effective on November 1 of that year. The Stamp Act required that stamps must be purchased and applied to a variety of documents used in the everyday life of the American colonists, thereby imposing a “tax” on the public. Those who sought to bypass or ignore the Stamp Act requirements could be tried and, if found guilty, suffer legal consequences.

Imagine that you are a resident of Wilmington in the North Carolina colony. It is autumn 1765. You and your fellow citizens are aware of the act and are considering how you might respond. In a letter to a friend, relative, or associate, describe your personal feelings and view of the situation. Do you consider the act unjust, fair, unnecessary, or otherwise? Describe the general public opinion toward the Stamp Act. Why do the colonists think this act was passed? What do people plan to do, if anything, to oppose it? Include any information that you have about how other colonies or other towns in North Carolina will respond.

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

American Revolution Historical Essay Contest

2014 Question

Secondary Division, *Grades 9–12*

To enter the 2014 American Revolution Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 1,000 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

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Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Civil War Historical Essay Contest
2014 Question
Elementary Division, *Grades 4–5*

To enter the 2014 Civil War Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 250 and 500 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

Early in 1864 General Robert Hoke took command of the Confederate army in eastern North Carolina. He began planning to free the town of Plymouth from the Federal forces that had occupied it since 1862. Because Plymouth is located on the Roanoke River, Hoke felt that Confederate naval forces were needed to ensure success in the attack. The answer to Hoke's needs could be found in the ironclad ram *Albemarle*, under construction just a few miles up the river from Plymouth.

You are a crew member working on the construction of the *Albemarle*. Write a letter home describing what is happening, the difficulties and successes encountered during construction, and what you expect from the finished ram. Are you confident that it will be successful? Why or why not? Include some details about the construction, such as materials or processes used. Be sure to pay attention to historical dates and time lines. Remember that you cannot have knowledge of what has not yet happened in the war!

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Civil War Historical Essay Contest
2014 Question
Intermediate Division, *Grades 6–8*

To enter the 2014 Civil War Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 750 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

In the years following the American Civil War, many participants wrote about their wartime experiences. Not all wrote books. Many of the most informative writings proved to be letters between wartime comrades or former foes who had become peacetime friends. Others would sometimes record their remembrances at the request of their own family members.

Imagine that you served in the Confederate medical corps as a nurse, steward, or surgeon. Write about your experiences and what you observed. Describe the confusion and the organization of a battlefield hospital, how patients were processed and treated, the challenges of a wounded soldier versus one with a disease, the difficulties encountered by you and your patients, and adaptations that had to be made as supplies dwindled. Did any medical knowledge or advances emerge from the war?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Civil War Historical Essay Contest
2014 Question
Secondary Division, *Grades 9–12*

To enter the 2014 Civil War Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 1,000 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

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Imagine that you served in the Confederate medical corps as a nurse, steward, or surgeon. Write about your experiences and what you observed. Describe the confusion and the organization of a battlefield hospital, how patients were processed and treated, the challenges of a wounded soldier versus one with a disease, the difficulties encountered by you and your patients, and adaptations that had to be made as supplies dwindled. Did any medical knowledge or advances emerge from the war?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

THJH Historical Essay Contest
2014 Question
Elementary Division, *Grades 4–5*

To enter the 2014 THJH Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 250 and 500 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

Historical statues, monuments, and markers dot the North Carolina landscape. People often pass by them without noticing! Choose one in your county that you believe is particularly important or interesting and write a brief essay about it. Describe the statue, monument, or marker and explain the historical significance of the person, event, or movement that it depicts.

Provide as much information as you can about who placed the statue, monument, or marker, when they placed it, and why. How was it created? Is its location or style noteworthy? Does it deepen your knowledge and understanding of the past in some way? Why did you choose it as the subject of your essay?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

THJH Historical Essay Contest
2014 Question
Intermediate Division, *Grades 6–8*

To enter the 2014 THJH Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 750 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

Mourning and burial practices can tell us much about history. At one time, for example, most people who died in North Carolina were buried in small family or church graveyards. Later, larger, park-like cemeteries became more popular.

Choose a cemetery, graveyard, or burial ground in your county and write an essay or newspaper-style article about it. You should especially focus on the North Carolina or local history that it relates. For example, who is buried there (including any well-known people)? What kinds of markers are present? Does the burial site reflect cultural, religious, or racial practices or traditions? Did some of the people buried there die as the result of a war, the outbreak of a particular disease, or another specific event? How well are the graves cared for? How does this burial place compare to others nearby? When did people begin to use the site and does it remain in use?

All of these questions may not apply to your chosen site. Choose those that are most important to your subject!

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

THJH Historical Essay Contest
2014 Question
Secondary Division, *Grades 9–12*

To enter the 2014 THJH Historical Essay Contest, write an essay based on the following situation. Requirements for entering your essay:

- ☐ **Between 500 and 1,000 words in length**
- ☐ **Typewritten, in double-spaced format**
- ☐ **Annotated bibliography citing all sources, including the Internet**
- ☐ **Use of at least one primary and two secondary sources**
- ☐ **Student name and club name on each page submitted**

There are many ways to commemorate publicly a historical event, person (or group of people), or movement. These can include anniversary events, monuments and markers, museum exhibits, and even the names of places. Look around your community for visible commemorations, and think about other recent commemorations that you have heard about.

Choose an event, person/group of people, or movement with historical significance that you believe has been overlooked or might be overlooked in the future. Write a short opinion piece or letter describing your subject and its importance. (Your subject may have had local impact or represent a local tie-in to a larger historical story.)

Argue for this movement, event, or person/group of people to be commemorated (or commemorated more strongly/visibly), and explain one or more examples of what you think would be fitting. As appropriate to your subject, you might describe other historical commemorations that you know about in the same area, suggest reasons why people have tended to overlook your subject, and compare its significance to events, people, or movements that have garnered more attention. Who might be interested in making such a commemoration a reality? What challenges would need to be met?

Please note: Each essay must include an annotated bibliography listing all references used. Internet resources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any essay with information copied directly from sources without using proper quotations will be disqualified.

Rookie Chapter of the Year Award

The Rookie Chapter of the Year award recognizes a new junior historian chapter that exhibits enthusiasm toward the association's mission of promoting state and local history.

Rookie Chapter of the Year Award Rules and Requirements

- A “rookie” chapter is a first- or second-year club that is led by an adviser who has had no previous THJHA experience.
- Submit a student-written 1- to 2-page, double-spaced, typed report on the club's activities for the year. Include a list of all contests that your club has participated in this year, documentation of members involved in historical projects in school or community, and an explanation of how these activities have influenced your school or community. Photographs are encouraged.

Rookie Chapter of the Year Award Judging Information

Chapters are judged on the involvement of their individual members in historical activities and projects in the school or community, as well as on their participation in the contests and programs offered by the association.

Chapter of the Year Award

This award recognizes an outstanding renewing chapter. Chapters that renew their membership in the association every year make up the backbone of the THJHA. Submitting a report on the club's activities is a great way to keep a club history.

Chapter of the Year Award Rules and Requirements

- All renewing chapters and new chapters with advisers who have had previous THJHA experience are eligible for this award.
- Submit a student-written 1- to 2-page, double-spaced, typed report on the club's activities for the year. Include a list of all contests that your club has participated in this year, documentation of members involved in historical projects in school or community, and an explanation of how these projects have influenced your school or community. Photographs are encouraged.

Chapter of the Year Award Judging Criteria

Chapters are judged on the involvement of their individual members in historical activities and projects in the school or community, as well as on their participation in the contests and programs offered by the association.

Rookie/Chapter of the Year Award Checklist for Advisers

- Review rules, requirements, and judging criteria with students.
- Have students compile 1- to 2-page club report.
- Include club name on each page.
- Have student representative fill out a THJHA Contest Entry Form, including their signature on the student honor statement.
- Review entry form to ensure that all information is correct and legible.
- Review report and sign the adviser statement on the entry form.
- Attach entry form to club report using a paper clip or binder clip and submit to THJHA. **Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.**

Adviser of the Year Award

This award recognizes the achievements and hard work of chapter advisers. Teachers and other adults who lead club members are largely responsible for the continued growth of the junior historian program. Their enthusiasm for state and local history and their guidance mean a great deal.

The surprise announcement of the Adviser of the Year is made during the Annual Convention.

THJHA encourages co-advisers or student members of THJHA to nominate individuals for this award. Advisers, please don't be shy. Let your students know about the award and give them the opportunity to brag about you (and your club).

Adviser of the Year Award Rules and Requirements

- Submit a 1- to 2-page, double-spaced, typed report on the club's activities for the year. Include a list of all contests that your club has participated in this year, documentation of members involved in historical projects in school or community, an explanation of how these projects have influenced your school or community, and efforts at club recruitment and support. Photographs are encouraged.

Adviser of the Year Award Judging Criteria

Judges will evaluate factors such as years of service, community influence, club recruitment, the nature of the club's activities and service projects, and challenges faced.

Adviser of the Year Award Checklist for Submission

- Review rules, requirements, and judging criteria with students.
- Have students compile 1- to 2-page club report.
- Include club name on each page.
- Have student representative fill out a THJHA Contest Entry Form, including their signature on the student honor statement.
- Co-adviser or other adult should review entry form to ensure that all information is correct and legible.
- Co-adviser or other adult should review report and sign the adviser statement on the entry form.
- Attach entry form to club report using a paper clip or binder clip and submit to THJHA. **Submissions must be postmarked by 5:00 p.m., Friday, February 28, 2014.**

History in Action Award

Tar Heel junior historians don't just study history, they take action! This category encourages THJHA chapters to make a difference in the community with an action day or service project. Clubs can choose to focus on preservation, conservation, research, or stewardship. Clubs are encouraged (but not required) to work with nonprofit organizations, historic sites, museums, or other groups to plan their project and to help it meet specific needs in their community or school.

The **History in Action Award** program is wide open this year. Your club can choose any North Carolina history topic, complete a short research paper, and then complete a related service project. For example, your club might:

- study a topic such as local residents' war service, involvement in the Civil Rights movement, or education experiences, and do a related oral history project;
- investigate the history of your school and complete a PowerPoint or video for its website;
- research people buried in a local cemetery and assist in a cleanup day there;
- learn about a local historic site and volunteer for one of its events;
- research a local historic building and help raise funds to preserve it; or
- explore a local music or other cultural tradition and present a community or school performance.

Possibilities are endless, and we want to feature all of your contributions in the gallery and in statewide publicity!

There are two parts to this project, each of which requires basic documentation.

Part I: Historical Research

Clubs should choose a historical topic related to their community or county that they can research. This might include a historical figure or site, the anniversary of an important event, the history of your school, etc. (The topic can be strictly focused on local or state history, or a local/state tie-in to a national or world history topic. For example, "how our county was settled" and "the contributions of local residents during World War II" are both valid topics. Check with the program coordinator if you have questions.)

Documentation: The club should submit a **1- to 2-page double-spaced, typed report** documenting what it learned or discovered from this historical research. Include an **annotated bibliography with at least one primary and two secondary sources**. Internet sources, if used, should be cited in a similar format to that used for printed resources, with electronic addresses of sites as supplementary information. Any project with information copied directly from sources without using proper quotations will be disqualified.

Part II: Community Service

Clubs should complete a community action day or service project that relates to their research. Possibilities might include a cleanup day at a historic battlefield or cemetery; working with a local preservation group on a building restoration; helping at a special event for a historic site; designing a community scavenger hunt, walking tour, or geocaching activity; or completing an oral history project with citizens of your community.

Documentation: The club should submit a **1-page double-spaced, typed report** on the action day or project. Include brief background about the project, why the club thought it was important, what the club did, and when. Also include information on the outcome of the action day or project, such as how many people participated, the number of hours logged, known community impact, any partners with whom the club worked, and impact on club members. **Submit at least one photograph or a brief video clip of junior historians completing their action day or project.**

History in Action Award Judging Criteria

- Judges will evaluate the required documentation and look for evidence of solid historical inquiry and community impact.
- **EVERY** THJHA chapter that fully meets the two-part requirements, and submits proper documentation of that work, will receive a certificate and have its club name recognized for one year in the THJHA gallery at the North Carolina Museum of History. All clubs successfully completing History in Action Award criteria will be part of THJHA publicity efforts related to this program, as well.
- In addition, one club that successfully completes History in Action will be chosen to win a cash prize in a random drawing held on the day of the THJHA Annual Convention. (The club is not required to be present at the convention in order to win.)
- Depending on the number of clubs entering this contest and the quality of the submissions, the judges reserve the right to award additional prizes in this random drawing, and to single out a few clubs for additional recognition in the gallery or in other ways.

The History in Action Award offers an exciting opportunity for THJHA to make a big impact across North Carolina and for your club to be recognized for its work! Please do not hesitate to consult with the THJHA program coordinator for more information or for assistance planning a project. This is a contest in which every club can participate, discover, and make a difference (while being recognized)!

Documentation for the History in Action Award must be postmarked by 5:00 p.m., Friday, April 4, 2014. Please note that this is the *only* contest with a later entry deadline.

History in Action Award Checklist for Submission

- Review rules, requirements, and judging criteria with students.
- Have students conduct historical research on a chosen topic.
- Have students compile 1- to 2-page research report.
- Include club name on each page.
- Have students plan and complete their community service project or action day.
- Have students compile 1-page (maximum) project report, including a photo or brief video clip (or link to a brief video).
- Include club name on each page.
- Have student representative fill out a THJHA Contest Entry Form, including their signature on the student honor statement.
- Adviser should review entry form to ensure that all information is correct and legible.
- Adviser should review reports and sign the adviser statement on the entry form.
- Attach entry form to documentation materials using a paper clip or binder clip and submit to THJHA. **Submissions must be postmarked by 5:00 p.m., Friday, April 4, 2014. Please note that this is the only contest with a later entry deadline.**

Special Awards

Winners of special awards are selected from projects submitted in the Literary Contest and the Video Documentary Contest. Advisers should note that it is possible for a literary or multimedia project to win both a contest award **and** a special award. Exhibit/Art projects, which are not judged until the day of the Annual Convention, are not eligible for a special award.

Should the judges determine that an entry in the Literary Contest or Video Documentary Contest is worthy of this special recognition, an award will be presented to that individual or club at the Awards Ceremony on the day of the THJHA Annual Convention. The right is reserved to present no award in instances where entries fail to meet the high standards of the sponsors.

Special awards include:

Genealogy Award

Sports History Award

Youth Preservation Award

If you wish for your student's entry to be considered for a special award, please check the appropriate box on the THJHA Contest Entry Form that is completed for that project.

Note on Genealogy:

Genealogy projects should be orderly presentations of the generations from the project creator back in time. Names, dates, and places should be proven with documentation and presented in a logical manner. This might take the form of pedigree charts, family tree displays, family group sheets, or a compilation and explanation of proof documents. Family stories, photographs, and artifacts may be included with—but not to the exclusion of—the above.

Notes on Bibliographies and Primary Sources

Annotated Bibliography

Bibliographies for contest entries should list only those sources that contributed to the development of the entry. Visual materials and oral interviews must be included. The annotations for each source must explain how the student used the source and how it helped them understand their topic. The following is an example of an annotated bibliography entry:

Miller, Lee. *Roanoke: Solving the Mystery of the Lost Colony*. London, England: Penguin Books Ltd., 2000.

Lee Miller explores different theories about what happened to the Lost Colony. Her book was important because she explained the theory of Simon Fernandez's possible sabotage, and this made me aware of other possible theories as to what happened to the colonists.

Official Style Guides

Several standard styles are acceptable. Regardless of the choice, the style must be consistent throughout a contest entry. Other style examples:

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 5th edition.

For more assistance in creating annotated bibliographies, please consult the lesson plan in the THJHA Adviser Handbook.

Primary Sources

What Is a Primary Source?

A primary source is an account created by someone who participated in or witnessed an event or something that was produced during the time period of the event. Primary sources can include newspapers, magazines, diaries, letters, speeches, drawings, artifacts, photographs, cartoons, yearbooks, posters, signs, oral histories, and memoirs.

Why Are Primary Sources Important?

Primary sources reveal personal information rarely contained in books. They offer students a direct link to the lives of people in the past According to the National Archives

and Records Administration, students encounter important historical concepts and develop valuable analytical skills by using primary sources.

Students sometimes see history as a series of facts, dates, and events, usually packaged in a textbook. As they use primary sources, they begin to view textbooks as historical interpretations. They realize that any account of an event, no matter how impartial the presentation, is essentially subjective.

This Web page can help you decide the difference between primary and secondary sources: www.nhd.org/images/uploads/AResearchRoadmap.pdf.

The National Archives and State Archives of North Carolina both offer valuable information about primary sources on their websites. Checking out the North Carolina Museum of History's History-in-a-Box kit titled Primarily North Carolina is another way to get started. Access information on those kits at www.ncdcr.gov/ncmoh/learn/ForEducators/HistoryinaBoxKits.aspx.

Notes on Plagiarism and the Honor Statement

Working on projects for the THJHA Annual Contests should be an opportunity for students not only to learn about history but to develop good research and citation skills.

Students who do not properly use quotation marks or cite all of their sources may be unaware that what they are doing is called *plagiarism*. There are serious consequences for this offense in the academic world. Plagiarism in a THJHA contest will result in disqualification of the project. In most colleges, plagiarism can result in an appearance in student court, a failing grade on the project or paper, a failing grade for the course, and even expulsion. As you prepare your students for their work on contest entries this year, please take a little time to talk about plagiarism. Have junior historians look up the definition of the word plagiarize and discuss what it means as a group.

According to Webster's Third International Dictionary (2002 edition), to plagiarize is to "steal and pass off as one's own (the ideas or words of another); to use (a created production) without crediting the source; to commit literary theft; or to present as new and original an idea or product derived from an existing source."

Some sources on this subject that advisers may find helpful include:
Education World's Student Guide to Avoiding Plagiarism
www.educationworld.com/a_curr/TM/curr390_guide.shtml

CyberBee's Interactive Copyright Questions and Answers
www.cyberbee.com/cb_copyright.htm

Unfortunately, we have discovered incidents of plagiarism in submissions for the THJHA Annual Contests in recent years. In the case of most of these entries, the judges noticed sentences or phrases that did not strike them as typical writing levels for the ages of the students involved. After some Internet searching, contest officials located sources from which students had copied material—word for word, without the use of quotation marks.

When working out a schedule for your students' THJHA projects, be sure to allow time for you or a co-adviser to read over each entry. Remember that when you sign each entry form, you are verifying that you have reviewed and approved the submission. Students should also understand that their signature on the honor code statement on the entry form means that the work is their own, and they have followed all contest rules.



THJHA Contest Entry Form

By February 28, 2014 (or April 4 for History in Action Award ONLY),
please submit **one form for each entry** to
Tar Heel Junior Historian Association
North Carolina Museum of History
5 East Edenton Street
Raleigh, NC 27601-1011

Office Use Only

Entry #

Initials

Club Information

Club name

School/Organization

Address

City

Zip

Phone

County

Adviser

Adviser e-mail

Student Information

Individual Entrant or Group Leader

Name

Grade

Group Members (List additional names on back of page.)

Name

Grade

Name

Grade

Name

Grade

Name

Grade

I certify that this contest entry follows the contest rules and
is the sole work of myself (and my group).

Student signature

Date

I have reviewed this contest entry and have approved it for
the Tar Heel Junior Historian Association competition.

Adviser signature

Date

Project Information

Title

Division (Check one.)

- ☐ Elementary (grades 4–5)
- ☐ Intermediate (grades 6–8)
- ☐ Secondary (grades 9–12)

Category (Check **one** category **only** for group or individual project.)

Group Projects

- ☐ Exhibit/Art
- ☐ Literary
- ☐ Video Documentary

Individual Projects

- ☐ Exhibit/Art
- ☐ Literary
- ☐ Video Documentary
- ☐ Photography
 - ☐ Architectural Details
 - ☐ Barns/Outbuildings
 - ☐ Commercial/Industrial
 - ☐ Houses
 - ☐ Institutional/Public
 - ☐ Civil War Markers
- ☐ Themed Essay
 - ☐ African American
 - ☐ American Revolution
 - ☐ Civil War
 - ☐ THJH
- ☐ Artifact Search
- ☐ Christopher Crittenden Quiz

Club Awards (Check award for which you wish this entry to be considered.)

- ☐ Adviser of the Year
- ☐ Chapter of the Year
- ☐ Rookie Chapter of the Year
- ☐ History in Action Award

Special Awards (Check additional award for which you wish this Video Documentary or Literary project to be considered.)

- ☐ Genealogy
- ☐ Sports History
- ☐ Youth Preservation

